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We'll Be There For You: A 3rd-5th Grade Unit on Understanding and Respecting Each Other

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“We’ll Be There for You”
(A 3rd-5th grade unit on Understanding and Respecting Each Other)

Stage 1 – Desired Results		
<p>Established Goals (standards)</p> <p>Third Grade</p> <p>Social Studies:</p> <p>3A use vocabulary related to chronology, including past, present, and future times; 3B create and interpret timelines</p> <p>18A express ideas orally based on knowledge and experiences; 18C use standard grammar, spelling, sentence structure, and punctuation.</p> <p>ELAR:</p> <p>17D edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric</p> <p>Health:</p> <p>9A demonstrate effective verbal and nonverbal communication, including when responding to a bullying issue; 9B demonstrate strategies for resolving conflicts</p> <p>Fourth Grade</p> <p>Social Studies:</p> <p>21C organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps 22D create written and visual material such as journal entries, reports, graphic organizers, outlines, and</p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <p>Students will create an election poster. They will then write an accompanying speech or create a video using an iPad introducing themselves and address how they respond in a situation that is not fair. The students will then vote and explain why they chose a specific person.</p>	
	Meaning	
	<p>Understandings <i>Students will understand that....</i></p> <p>I can feel good about my identity without making others feel bad about who they are. I treat others based on how I would want to be treated even if they are different than me.</p> <p>(Teaching Tolerance: Social Justice Standards)</p>	<p>Essential Questions</p> <p>How can I show respect to myself and my friends? How can I respond when I see someone being treated unfairly?</p>
	Acquisition	
	<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> - Everyone has a different identity that makes him or her unique. - Everyone has a unique history. - We all have similarities and differences. - Equity means treating each other with fairness. Each person gets what they need. - Respect is the understanding that everyone is important and we treat each other with 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> - Identify physical and internal characteristics of him or herself and others. - Identify ways of treating each other with respect and equity - Identify instances of discrimination. - Identify actions they can take when something is biased or unjust. - Identify ways they are similar and different to others. - Create a timeline in chronological order.

<p>bibliographies</p> <p>ELAR:</p> <p>15C revise drafts for coherence, organization, use of simple and compound sentences, and audience; 15D edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric</p> <p>Health:</p> <p>10B describe healthy ways of responding to disrespectful behavior</p> <p>12B demonstrate appropriate ways to deal with disrespectful behavior</p> <p>Fifth Grade</p> <p>Social Studies:</p> <p>25 C express ideas orally based on research and experiences;</p> <p>25 D create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and 25E use standard grammar, spelling, sentence structure, and punctuation.</p> <p>ELAR:</p> <p>15D edit drafts for grammar, mechanics, and spelling</p> <p>Health:</p> <p>10B describe appropriate ways to address bullying on behalf of a friend or peer</p>	<p>kindness</p> <ul style="list-style-type: none"> - Prejudice is an opinion or judgment formed about another person or group of people without prior knowledge because they are different. - Justice means being fair or fair treatment toward others. - Race is a way to group people based on characteristics including skin color, outward characteristics or where they come from. - Discrimination is when a person isn't treated fairly because of who he or she is. - A privilege is a right or opportunity to given to one person or a group but not others. - Past, present, future 	<ul style="list-style-type: none"> - Write a story about important events in his or her life.
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Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubrics)	
T	self-representation details	<p>Performance Task(s)</p> <p><i>Students will demonstrate meaning-making and transfer by...</i></p> <p>Students will create an election poster showcasing who they are.</p>

	neatness personal background response to a situation reasoning writing mechanics	<p>Students will also write an accompanying piece introducing who they are. In this piece, students will explain how they would respond to an unjust situation. Students will then vote and explain why they voted for a specific student.</p> <p>Differentiation: Students who struggle writing could also create a video speech using the app 30 Hands instead. For the gallery walk, there would be an iPad to scan a QR code, which will be linked to the student's video so students can view it when doing the gallery walk.</p> <p>-----</p> <p>-----</p> <p>Other Evidence (e.g., formative) Pre-Assessment Venn Diagram My Top 5 Life Events homework Family and Friend Interview Personal timeline and story Journal entries Class discussions Exit tickets Action comic</p>
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Stage 3 – Learning Plan

CODE (A, M, T)	<p>Pre-Assessment</p> <p><i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i></p> <p>To launch the unit, I will ask students to answer questions about how to respond to unjust situations and their personal identity.</p>	
	<p>Required Resources:</p> <p><u>The Colors of Us</u> by Karen Katz</p> <p>Teacher personal timeline (I created mine in the Timeline app)</p> <p>Friend or colleague timeline (I created mine in the Timeline app)</p> <p>Copies of <u>"An Unlikely Friendship"</u> by Sue Carloni</p> <p><u>The Sneetches</u> by Dr. Seuss</p> <p>Copies of <u>Why Frogs and Snakes Never Play Together</u> by Jeff Sapp</p> <p>*Many lessons in this unit were inspired by and adapted from the Teaching Tolerance and Diverse Perspectives for America websites. I could not have written this unit without their ideas.*</p> <p>Story Links</p> <p>http://perspectives.tolerance.org/central-text-anthology?q=node/8279/1 (An Unlikely Friendship)</p> <p>http://www.tolerance.org/sites/default/files/general/204_TT_Handouts_POE_Frogs%20and%20Snakes.pdf (Why Frogs and Snakes Never Play Together)</p>	Progress Monitoring (e.g., formative data)

	<p>Learning Activities</p> <p>Day 1: Tell students: <i>"We are going to begin a unit to learn what makes each one of us unique and how we can show respect to everyone around us. To start, I want you to read the two scenarios and tell me what the characters could do."</i> Have students complete pre-assessment.</p> <p>Day 2: Essential Question: How can I show respect to myself and my friends? Begin unit by reading The Colors of Us. Before reading, ask students: <i>Does everyone look the same? We all look different and this book shows that every skin color is special.</i> Then tell students: <i>"Yesterday on the pre-assessment, I asked you what makes you similar and different than your friends. Characteristics that make you different than others make up your identity. For example, on the outside I have curly hair, blue eyes and my skin is pale. These characteristics make me different from others. Today, I'm going to pair you up. You are going to take a picture of each other using the iPads and then complete a T-chart of physical characteristics.</i> Students work on taking pictures and complete T-chart. Bring students back together and discuss that each of us has differences. Collect T-chart and explain that tomorrow we are going to compare and contrast differences that we can't see. Explain and distribute Self-Identity and Culture handout and have students return tomorrow.</p> <p>Homework: Self-Identity and Culture handout</p> <p>Day 3: Tell students: <i>"Yesterday you all looked at pictures of yourself and learned about how each of us has different physical characteristics. Today, we are going to focus on those characteristics we can't see that make up our identity, or who we are. For example, I'm a teacher and love kids, I enjoy theater, especially musicals, I like to sing, I like to go to the gym and I also teach at a church. I've traveled a lot. These characteristics make me different than others.</i></p> <p>Using their handout from the night before, students will pair back up. Students will read/discuss each other's characteristics and complete Venn Diagram. Pass out T-charts as well. Have students gather back in a large group. Ask students: <i>"When you were completing your Venn Diagrams, did you notice</i></p>	<p>Pre-Assessment</p> <p>T-chart</p> <p>Self-Identity and Culture Handout</p> <p>Discussion</p> <p>Completed Venn Diagram</p>
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	<p>the others. They had privileges and the other group of sneetches was discriminated against and not treated fairly. Define privilege for students. As a class, create a list of class privileges on an anchor chart. Ask students: <i>"What are some privileges we have in our class?"</i> Create a list of class privileges on chart paper. Ask students what would happen if only some students got special privileges. How would they feel? Explain green-star activity. Tell students that the students with a green star will get special privileges. Then switch which group has the special privileges. After activity, divide students into small groups and have them discuss:</p> <ul style="list-style-type: none"> • <i>How did you feel when you did not have a star?</i> • <i>What kinds of things do we use as "stars" that make people feel special?</i> <p>After students have answered the two questions in their groups, have them create a journal entry answering the two questions:</p> <ol style="list-style-type: none"> 1. <i>What lessons did you learn?</i> 2. <i>List three actions you will take to help everyone feel like they belong.</i> <p>NOTE: Logistically, this lesson can be done many different ways. Depending on when the lesson is to be taught, you could have students have the privileges on the two days prior to introducing the lesson and then ask students about what they noticed about students being treated differently. They could discuss what it felt like to both have and not have the special privileges.</p> <p>Day 10: Refer back to yesterday's lesson. Review discrimination and how it feels when one group is treated better than another because of how they look or who they are. Ask students: <i>"Yesterday, you came up with a list of actions you could take to help everyone feel like they belong. What are some ways we could end discrimination?"</i></p> <p>Make anchor chart with students. Then introduce the concept of knowing what to do what is right. Ask students again: <i>"Have you ever seen someone being treated unfairly because of who they are?"</i> Discuss that the students are going to be looking at some anti-bias scenarios using the "What Could We Do?" Google Slides or Microsoft PowerPoint presentation. After discussing the first one together, students will turn and talk to brainstorm and then share out ideas for the second-fifth. For the last two scenarios, students will work in partners to brainstorm and write their own responses in an exit ticket. Students will turn in exit ticket.</p> <p>Day 11: Action Comic Begin lesson by telling students: <i>"Yesterday we looked at situations where people were treated unfairly based on who they</i></p>	<p>Discussion/anchor chart</p> <p>Discussion observation</p> <p>Journal entry.</p> <p>Discussion</p> <p>Exit Ticket</p>
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	<p>Day 14: Performance Task Students will continue working on their poster and writing piece or video.</p> <p>Day 15: Performance Task Students continue working on their poster and writing piece. Have them display their poster and writing piece/video when finished. Help students who make a video to link their video to a QR code and display underneath their poster in the gallery</p> <p>NOTE: I included a third day to make sure students have plenty of time to complete both the writing and poster. There are many ways to make a QR code as well.</p> <p>Day 16: Performance Task Students will do a gallery walk of the election posters and speeches. Posters will be grouped by assigned animal to later help with the groups' voting. After the initial gallery walk, distribute the ballot and reflection assignment to the students and tell students which group of candidates they will be voting from. Students will vote for the person they feel best represented him or herself and best responded to the unjust situation. Students fill out ballot and reflection piece.</p>	<p>Completed poster and writing piece or video speech</p> <p>Voting Reflection piece</p>
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